

## Between Module Activity

### MODULE 2

#### *What does Gagne mean by chance elements?*

Chance elements are the things that an individual has any control over e.g the accidents of birth and background. We have no control over the genetic endowment received at conception; yet this affects our natural abilities, our temperament and many intrapersonal traits. Chance could be considered a fifth casual factor associated with the environment (as well as: Milieu, Persons, Provisions and Events.) It is characteristic, however, of some of the elements placed in any of the four categories (Natural Abilities, Intrapersonal, Environmental and Developmental Process.) For example, the 'chance' of being born in a particular family; the 'chance' of the school in which the child is enrolled deciding to develop a program for G&T students.

#### *Give examples of possible chance factors under the following headings:*

##### **Developmental process**

- *Activities (DA)* – The 'chance' that the access and content of the curriculum meets the needs of the child. The learning environment being either too structured or autodidactic (unstructured.)
- *Progress (DP)* – Being spotted (or not) by a teacher/coach; receiving an important scholarship; accidents; falling in love; death of a close one may have crucial effect on the pace of development.
- *Investment (DI)* – The investment of time, money and energy.

##### **Intrapersonal catalysts – physical**

- *Physical (IF)* - Appearance, Handicaps and Health can all be a barrier to the Developmental Process.

##### **Intrapersonal catalysts – psychological**

- *Mental (IP)* – Temperament, Personality and Resilience will play an important role in development. Nature Vs Nurture.
- *Awareness (IW), Motivation (IM) and Volition (IV)* - will all play a crucial role in development. The 'chance' of being taught the right values.

### **Environmental catalysts – macroscopic**

- *Geographical* – The ‘chance’ of being born in a developed or under developed nation. Of being born in an urban or rural environment.
- *Demographic* – The ‘chance’ of being born a woman in a culture where women are not educated.
- *Sociological* – The ‘chance’ of being born in a culture where your gifts are respected/noticed/valued.

### **Environmental catalysts – microscopic**

- Size of family – The ‘chance’ of being born the oldest or youngest.
- Parents – The ‘chance’ that they notice a child’s gifts.
- Teachers – The ‘chance’ that a teacher has been educated about G&T.
- Peers – The ‘chance’ that a child has supportive friends.

### ***Which factors do you have control over?***

#### **Developmental Factors**

*Activities* – Provision of well differentiated learning, using a combination of structured and unstructured approaches.

*Progress* – Spotting G&T children and providing adequate learning to meet their needs.

#### **Environmental Factors**

*Macroscopic* – opportunities for all

*Microscopic* – G&T program including teacher, parent and peer input.

### ***What implications does this have for schools, classrooms and educators?***

Teachers need to be aware of G&T and how to identify feelings, attitudes and behaviours in order for ‘gifts’ to be developed. Talent emerges from a complex interaction between Gifts, Intrapersonal, Developmental and Environmental factors and each individual is unique in how this is manifested. Adequate provision is needed to cater for the diverse needs of this group of students. By understanding the complexities of G&T we are less likely to miss the ‘chance’ of identifying gifted children in our care.